THE UNIVERSITY
OF THE
WEST INDIES

INSTITUTIONALISING
BEST PRACTICE
IN HIGHER EDUCATION

24-26 JUNE, 2015

St. Augustine Campus, Trinidad and Tobago

CONFERENCE BOOKLET

Conference Hosts

Centre for Excellence in Teaching and Learning (CETL) (Gold Sponsor)

The **Centre for Excellence in Teaching and Learning (CETL)** is dedicated to promoting teaching and learning excellence at The University of the West Indies, St. Augustine Campus, specifically, and generally in the nation and region as far as is practical. The Centre promotes teaching and learning that is student focused, transformative and developmental and believes that effective teaching practice is grounded in the research of good scholarship. The CETL is committed to the maintenance and enhancement of academic standards, which facilitate innovation and efficiency in teaching and learning, commensurate with the vision and mission of the University.

The Quality Assurance Unit (QAU)

The Quality Assurance Unit (QAU) of The University of the West Indies (The UWI) is supported administratively by the Office of the Board for Undergraduate Studies while serving all Campuses of The UWI. The QAU articulates, implements and manages an academic quality assurance and enhancement system to promote a culture of excellence in teaching, learning and research, towards developing the distinctive UWI graduate. The QAU operates a system of quality assurance reviews and quality evaluations of UWI taught and research programmes, and services to students at both the undergraduate and postgraduate levels. Its primary aims are to:
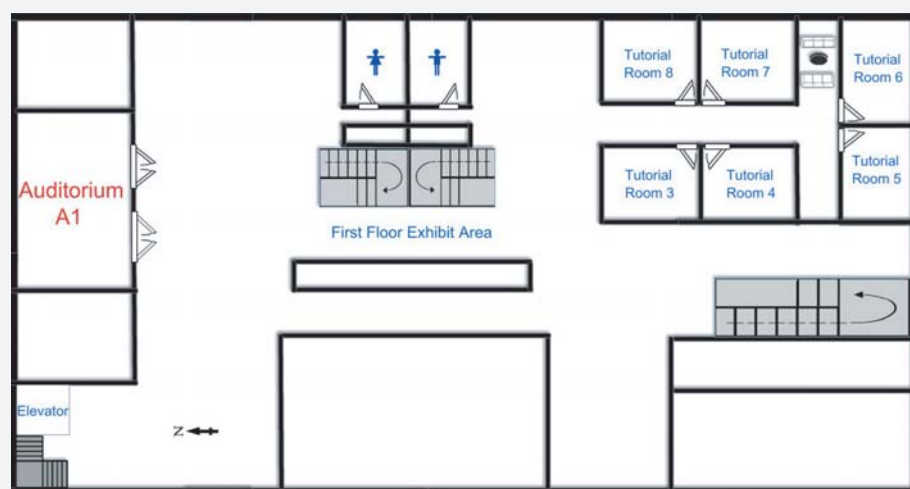
- support improvement of the quality of the learning experience of students
- provide assurance to stakeholders of the quality of provision and standards

INSTITUTIONALISING
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Conference Venue
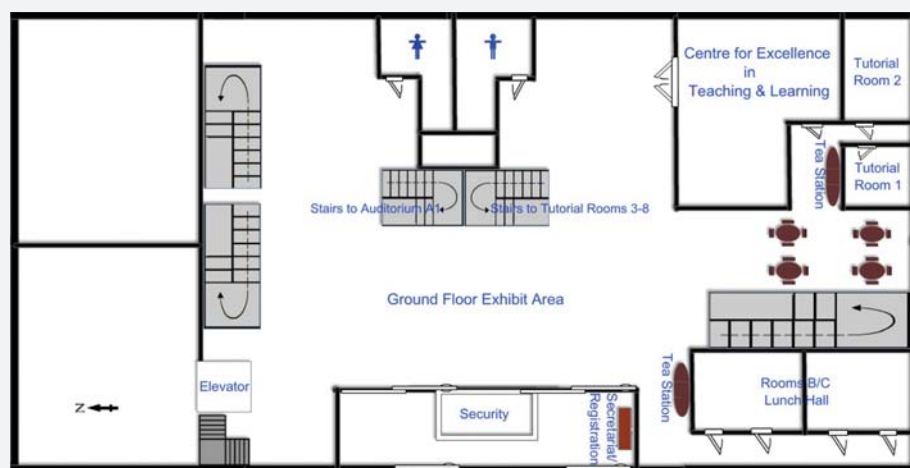
**Teaching & Learning Complex
Ground Floor**

**Teaching & Learning Complex
First Floor**

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Welcome

On behalf of the Organising Committee and the hosts of the Conference - the Centre for Excellence in Teaching and Learning and the Quality Assurance Unit of The University of the West Indies (The UWI), it is indeed my great pleasure to welcome participants to this 2015 regional conference on Institutionalising Best Practice in Higher Education.

Our goal is to move from words to action. We will be considering strategies that can help ensure the embedding of best practice principles in planning, implementing, monitoring and evaluating higher education products and services.

Such action must be informed by a deeper understanding of elements that constitute best practice as we confront the realities of having to do more with less; to make wise use of our resources for development of the human resource base of the Caribbean.

I extend our deep appreciation to Professor Clement Sankat, Pro Vice-Chancellor and Principal of the St. Augustine Campus, for his championship of The University of the West Indies' best practice initiative and for his invaluable support for this Conference.

We are indebted to both our UWI and community-based partners for their sponsorship. In particular, we wish to acknowledge and thank Centre for Excellence in Teaching and Learning (CETL) St. Augustine, Gold Sponsor; Professor Alan Cobley, Pro Vice-Chancellor, Undergraduate Studies and Chair, Board for Undergraduate Studies; Professor Wayne Hunte, Pro Vice-Chancellor, Research and Co-Chair, Board for Graduate Studies and Research; Huawei, also a Gold Sponsor; UNESCO; NIHERST and the Accreditation Council of Trinidad and Tobago.

We wish you an enriching and enjoyable conference experience, and we look forward to the sustained follow-up as we continue working towards excellence of Caribbean higher education institutions in the short, medium and long term.

Sincerely,

Dr. Sandra Gift
Chair, UWI Regional Conference Organising Committee

Message from the Campus Principal

As Principal of the St. Augustine Campus of The University of the West Indies, I am extremely pleased to support this, the first UWI Conference on Institutionalising Best Practice in Higher Education. I am delighted to warmly welcome all conference participants and I extend a special welcome to our regional and international participants!

As a place of teaching and learning, scholarship and research, we at The University are always pleased to provide a platform for the sharing of knowledge on issues that are relevant to the development of higher education in the Caribbean.

The theme Institutionalising Best Practice in Higher Education is relevant to all higher education institutions across our region as we endeavour to embed best practice principles into our institutional systems, processes and procedures in support of institutional transformation and the pursuit of excellence. This is therefore a conference from which all our institutions stand to gain significant benefit through the sharing of regional and international best practices.

I commend my colleagues from our Quality Assurance Unit (QAU) and Centre for Excellence in Teaching and Learning (CETL) for their fruitful collaboration which has resulted in this relevant conference. I extend heartfelt thanks to the presenters for taking the time to share their knowledge, experience and expertise. I am certain that through the cross-fertilization of ideas, we can together identify and focus on the development of a culture of best practice in higher education institutions in the Caribbean region.

On behalf of the St. Augustine Campus community, I wish everyone a productive, successful and enjoyable Institutionalising Best Practice in Higher Education Conference!

Professor Clement K. Sankat
Pro Vice-Chancellor and Campus Principal

Message from the PVC, Undergraduate Studies

I am delighted to add my words of welcome to you at this important conference on Institutionalising Best Practice in Higher Education.

Awareness of the importance of effective quality assurance systems and practices has been growing steadily in the Caribbean region over the past 30 years. At the same time, there has been a proliferation of providers of tertiary education for Caribbean people, whether in face to face or online modes. This has been driven partly by the growing developmental needs of the region and our people, and partly by the involvement of the region - for good or ill - in a growing and highly competitive global market in higher education.

Yet quality assurance in higher education – so necessary to leaven these developments - is still in its formative stages in the Caribbean. In this context, the theme of this Conference is most timely.

It should also be noted that The University of the West Indies is a natural venue for such a conference. The University has led the Caribbean in establishing its own world-class internal quality assurance system, and has also led in seeking and receiving institutional accreditation wherever possible in the many local jurisdictions where it operates. At the same time, The UWI has a long track record of working in partnership with other tertiary level institutions across the Caribbean both to increase access to, and to improve the quality of, higher education in the region.

I look forward to sharing the lessons we have learnt, but more especially to hearing about your own experiences and those of your institution, in seeking to improve quality assurance in higher education.

Professor Alan Cobley
Pro Vice-Chancellor and
Chair, Board for Undergraduate Studies

Conference Agenda At A Glance

Wednesday June 24, 2015

TLC Foyer
8:00 a.m. — **Registration**

Auditorium A1
9.00 - 10.30 a.m. — **Formal Opening**
Feature Address: Best Practice and Development in Caribbean Higher Education
Feature Speaker: Professor Sir Hilary Beckles

TLC Foyer
10:30 - 10:55 a.m. — **Coffee Break**

Auditorium A1
11:00 - 12:00 noon — **Keynote Address:** *Defining Best Practice: Contextual Relevance in the Caribbean*
Feature Speaker: Dr. Claudia Harvey

Lecture Theatres B and C
12:05 - 1:00 p.m. — Lunch

Tutorial Rooms 3, 4 and 5
1:05 - 2:10 p.m. — **Presentations**
Theme: Employee Engagement; ICTs in Higher Education; Developing the Desired Graduate

TLC Foyer
2:10 - 2:35 p.m. — **Coffee Break**

Auditorium A1
2:40 - 4.00 p.m. — **Plenary Session**
Panel Discussion: Strategies for Financing Higher Education: The Impact of Political, Economic and Social Contexts

Auditorium A1
4:00 - 4:10 p.m. — **Day 1 Closing**

Lecture Room B
4:10 - 4:50 p.m. — **Book Launch:** "Quality Higher Education in the Caribbean" Edited by Dr. Anna Kasafi Perkins, Senior Programme Officer, Quality Assurance Unit, Office of the Board for Undergraduate Studies, Vice-Chancellery, Mona

The University Inn and Conference Centre
5:00 - 7:00 p.m. — **Evening Event: Principal's Reception**

Conference Agenda
At A Glance

Thursday June 25, 2015

TLC Foyer **8:00 a.m.**	**Registration**
Auditorium A1 **9:00 - 9:15 a.m.**	**Plenary Session** **Review of Day 1**
Auditorium A1 **9:15 - 10:15 a.m.**	**Keynote Address:** *From Student Engagement to Transformation: Best Practices for Teaching and Learning* **Keynote Speaker: Professor Dan Butin**
TLC Foyer **10:20 - 10:45 a.m**.	**Coffee Break**
Tutorial Rooms 3,4,5,6, *and Auditorium A1* **10:50 a.m. - 12:00 noon**	**Presentations** **Theme***:* Teaching and Learning; Assessment; Research and Innovation; Student Administration and Student Centredness
Lecture Theatres B and C **12:00 - 1:00 p.m.**	**Lunch**
TLC Foyer **1:00 - 1:20 p.m.**	**Networking**
Auditorium A1 **1:25 - 2:25 p.m.**	**Plenary Session** **Spotlight Session:** UNESCO Perspectives on Best Practices of Regional Quality Assurance Networks
TLC Foyer **2.25 - 2:45 p.m**.	**Coffee Break**
Auditorium A1 **2:50 - 4:10 p.m.**	**Plenary Session** **Panel Discussion**: Showcasing Evidence of Good and Promising Practices
Auditorium A1 **4:10 - 4:30 p.m.**	**Day 2 Closing**
Auditorium A1 **4.30 - 7:30 p.m.**	**Evening Event: Local Movie and Corn Soup Night**

Conference Agenda
At A Glance

Friday June 26, 2015

TLC Foyer **8:00 a.m.**	**Registration**
Auditorium A1 **9:00 - 9:15 a.m.**	**Plenary Session** **Review of Day 2**
Auditorium A1 **9:15 - 10:15 a.m.**	**Keynote Address:** *Academic Excellence in the Post MOOC Era: Lessons Learned on Technology Best Practice* **Keynote Speaker: Dr. Paul Kim**
TLC Foyer **10:20 - 10:45 a.m.**	**Coffee Break**
Tutorial Rooms 3, 4, 5, 6 and *Auditorium A1* **10:50 a.m. – 12 noon**	**Presentations** **Theme:** Quality Assurance (QA) and Enhancement, Strategic Planning, Alumni, Student, and Employee Engagement
Lecture Theatres B and C **12:00 - 1:00 p.m.**	**Lunch**
Auditorium A1 **1:05 - 2:25 p.m.**	**Plenary Session** Panel Discussion: Institutional and Programme Accreditation (ALJGSB, UWI, ACTT)
Auditorium A1 **2:30 - 3:50 p.m.**	**Plenary Session** **Panel Discussion:** Meeting the Needs of Our Students: Developing Citizenship and Employability Skills for the Twenty-First Century
Auditorium A1 **3:50 - 4:20 p.m.**	**Formal Closing**

Conference Personnel

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Prof. Gina Wisker
Dr. Jennifer Yamin-Ali

Conference Personnel

SESSION CHAIRS

Mrs. Patricia Atherley, Officer-in-Charge, Centre for Excellence in Teaching and Learning, The University of the West Indies, Cave Hill

Dr. Ronald Brunton, Director, Qualifications and Recognition, The Accreditation Council of Trinidad and Tobago

Dr. Beverly-Anne Carter, Director, Centre for Language Learning, The University of the West Indies, St. Augustine

Professor Alan Cobley, Pro Vice-Chancellor Undergraduate Studies and Chair, Board for Undergraduate Studies, The University of the West Indies

Ms. Pamela Dottin, Senior Programme Officer, Quality Assurance Unit, Vice-Chancellery, Open Campus, The University of the West Indies

Dr. Anna-May Edwards-Henry, Director, Centre for Excellence in Teaching and Learning, The University of the West Indies, St. Augustine

Dr. Sandra Gift, Senior Programme Officer, Quality Assurance Unit, Vice-Chancellery, The University of the West Indies, St. Augustine

Dr. Florence Gilzene-Cheese, Instructional Development Coordinator, Open Learning Centre, The University of the West Indies Open Campus, Mona

Dr. Claudia Harvey, Education Advisor and Researcher, Former UNESCO Representative, Office Director and Education Advisor in the Caribbean and Southern Africa

Dr. Sylvia Henry, Instructional Development Specialist, Centre for Excellence in Teaching and Learning, The University of the West Indies, Cave Hill

Dr. Susan Herbert, Lecturer, School of Education, The University of the West Indies, St. Augustine

Dr. Freddy James, Lecturer, School of Education, The University of the West Indies, St. Augustine

Dr. Anna Kasafi Perkins, Senior Programme Officer, Quality Assurance Unit, Vice-Chancellery The University of the West Indies, Mona

Mr. Anthony Perry, Senior Programme Officer, Office of the Board for Undergraduate Studies, Vice Chancellery, The University of the West Indies

Dr. Bheshem Ramlal, Head of Department, Department of Geomatics Engineering and Land Management, The University of the West Indies, St. Augustine

Dr. Sandra Richards, Senior Programme Officer (Graduate Studies and Research), Quality Assurance Unit, Vice Chancellery, The University of the West Indies

Prof. Clement Sankat, Pro Vice-Chancellor and Principal, The University of the West Indies, St. Augustine

Conference Personnel

SESSION CHAIRS

Dr. Dianne Thurab-Nkhosi, Faculty Development Specialist, Centre for Excellence in Teaching and Learning, The University of the West Indies, St. Augustine

Dr. Kay Thompson, Senior Programme Officer, Quality Assurance Unit, The University of the West Indies, Cave Hill

Dr. Jennifer Yamin-Ali, Lecturer and Programme Coordinator, School of Education, The University of the West Indies, St. Augustine

Mr. Justin Zephyrine, eLearning Support Specialist, Centre for Excellence in Teaching and Learning, The University of the West Indies, St. Augustine

RAPPORTEURS

Mrs. Koelle Boyce, Campus Quality Assurance Coordinator, Campus Quality Assurance Office (Office of the Principal), The University of the West Indies, Cave Hill

Dr. Mervin Chisholm, Coordinator/Manager, Centre for Excellence in Teaching and Learning, The University of the West Indies, Mona

Ms. Candice Hickson, Research Technician, Quality Assurance Unit, Vice-Chancellery, The University of the West Indies, St. Augustine.

Mr. Gregory Jones, Administrative Assistant, Quality Assurance Unit, Vice-Chancellery, The University of the West Indies, Open Campus

Ms. Mariella Jones, Secretary, (Graduate Studies and Research) Quality Assurance Unit, Vice-Chancellery, UWI, Cave Hill

Ms. Sandra Mahon, Administrative Assistant, Quality Assurance Unit, Vice-Chancellery, The University of the West Indies, Cave Hill

Dr. Anna Kasafi Perkins, Senior Programme Officer, Quality Assurance Unit, The University of the West Indies, Mona

Ms. June Wheatley, Senior Administrative Assistant, Quality Assurance Unit, The University of the West Indies, Mona

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Feature Speaker

PROF. SIR HILARY BECKLES
Vice-Chancellor,
The University of the West Indies
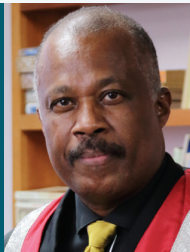
Vice-Chancellor Professor Sir Hilary Beckles is a distinguished university administrator, economic historian, and specialist in higher education and development thinking and practice; and an internationally reputed historian.

Sir Hilary is Vice President of the International Task Force for the UNESCO Slave Route Project; a consultant for the UNESCO Cities for Peace Global Programme; an advisor to the UN World Culture Report; and member of Secretary-General of the United Nations, Ban Ki-Moon, Science Advisory Board on sustainable development.

Sir Hilary has lectured extensively in Europe, Africa, Asia, and the Americas and has published more than 10 academic books. He is Chairman of the Caribbean Community (CARICOM) Commission on Reparation and Social Justice and is founder and Director of the CLR James Centre for Cricket Research at Cave Hill Campus, and a former member of the West Indies Cricket Board (WICB). He is founder and inaugural Chairman of the High Performance Cricket Academy of the WICB. He is also Vice President of the Commonwealth Sports Ministers advisory body on Sport and Development. Sir Hilary is an editor of the UNESCO General History of Africa series.

Topic: Best Practice and Development in Caribbean Higher Education
Wednesday 24 June, 2015
9:00 a.m – 10:30 a.m.
Auditorium A1

SESSION CHAIR
PROF. ALAN COBLEY
Pro Vice-Chancellor and Chair,
Board for Undergraduate Studies,
The University of the West Indies

Keynote Speakers
DAY 1

DR. CLAUDIA HARVEY
Education Advisor and Researcher,
Former UNESCO Representative,
Office Director and Education Advisor in the Caribbean and Southern Africa

Dr. Claudia Harvey is an educator and social researcher, who currently advises on quality in tertiary education and serves on the Advisory Leadership Team of WABY says YES!!!, an entrepreneurship education programme for youth of Laventille in Trinidad and Tobago.

In 2012, she led a core team in completing A Survey of the Literature on Global Best Practices in Higher Education for The University of the West Indies as part of the Vice-Chancellor's Challenge Initiative. From this survey was devised A Framework for Analysis of Practices in Higher Education. Dr. Harvey has had a long and distinguished career in the field of education at the national, regional, and international levels. She worked as a secondary school teacher and in the public service of Trinidad and Tobago in various capacities, including as Permanent Secretary. She was also a lecturer in Sociology and Social Studies at The University of the West Indies' St. Augustine Campus, and established and was later Director of its first Distance Education Office, precursor of the Open Campus. Dr. Harvey then worked with UNESCO as Office Director and Representative to the Caribbean and countries in Southern Africa, including her last posting in Mozambique. As UNESCO Education Adviser to the English and Dutch-speaking Caribbean, she coordinated a review of Education for All in the Caribbean. Dr Harvey has published on teacher, adult, higher and distance education and on gender and management.

Topic: Defining Best Practice: Contextual Relevance in the Caribbean
Wednesday 24 June, 2015
11:00 am – 12 noon
Auditorium A1

The word "best" is heavily value laden and, therefore, "best practice" can only be discussed within a particular context; in this instance, higher education in the Caribbean. The Strategic Plan for the Caribbean Community (CARICOM 2014) outlines the strategic priorities for the region until 2019 as: strong economic growth and reduction in poverty and unemployment; improved quality of life; reduced environmental vulnerability; and an integrated community with equity for all. The Plan envisages a strong role for tertiary education in preparing its enrolees to deliver on these priorities. Drawing on The University of the West Indies Survey of the Literature on Global Best Practices in Higher Education (UWI, STA, 2012), this keynote paper will examine the problematique of defining best practice in higher education. The paper will then examine the definition in terms of higher education helping to meet the defined priority needs of the Caribbean, and with particular respect to the key themes of the conference: governance, resourcing, employee engagement, workplace development and the use of ICTs. An attempt will be made to explicate the definition of "best practice" in higher education in Cuba, a country operating within severe economic strictures, yet able to meet their particular societal needs and have such "best practice", particularly in medicine, as to help serve the whole world.

From the derived definitions, the paper will examine some of the implications for application to higher education institutions and programmes and quality assurance agencies in the Caribbean.

SESSION CHAIR
DR. ANNA-MAY EDWARDS-HENRY
Director, Centre for Excellence in Teaching and Learning,
The University of the West Indies, St. Augustine

PROF. DAN BUTIN
Professor and Founding Dean of the School of Education and Social Policy at Merrimack College, and the Executive Director of the Center for Engaged Democracy

Professor Dan Butin is the author and editor of more than 80 academic publications, including eight books, the editor of Palgrave's series Community Engagement in Higher Education, an Associate Editor of the Michigan Journal of Community Service Learning and a board member of the Journal of College and Character. He was named by Education Week as one of the top 200 "Public Presence" Education Scholars three years in a row (2012, 2013, and 2014) and blogs at the Huffington Post. Prof Butin has consulted for, among others, the US Department of Education, the National Science Foundation, and the Association of American Colleges and Universities, been a visiting scientist at MIT's Office of Digital Learning, and has been the keynote speaker at institutions such as Duke University, the University of Toronto, and the Ohio State University. Prof Butin's scholarship focuses on engaged learning, community engagement, educator preparation and policy, higher education policy, and, most recently, the rise of digital learning technologies. Prior to working in higher education, Prof Butin was a middle school math and science teacher and the chief financial officer of Teach For America.

Topic: From Student Engagement to Transformation: Best Practices for Teaching and Learning
Thursday 25 June, 2015
9:15 am – 10:15 am
Auditorium A1

This presentation discusses the key challenges and insights in the last two decades for teaching and learning in higher education. It focuses on best practices for student engagement and high impact practices, and offers a vision of fostering transformation from shallow to deep learning. Such a scholarship of teaching and learning, I suggest, must take into account the rise of digital learning technologies, student backgrounds and aspirations, and the civic role of higher education in our society.

SESSION CHAIR
DR. SYLVIA HENRY
Instructional Development Specialist,
Centre for Excellence in Teaching and Learning,
The University of the West Indies, Cave Hill

Keynote Speakers
DAY 3

DR. PAUL KIM
Chief Technology Officer and Assistant Dean
of the Graduate School of Education at
Stanford University

Dr. Paul Kim is the Chief Technology Officer and Assistant Dean of the Graduate School of Education at Stanford University. An education technology entrepreneur, Dr. Kim leads initiatives involving the design of learning technologies, educational research, and community development. In a trans-disciplinary project aiming to promote innovation and competition by constructing a Programmable and Open Mobile Internet (POMI 2020), Dr. Kim designs and implements mobile technologies and social learning environments. Dr. Kim served on the Board of Directors of WestEd, the Committee on Grand Challenges in International Development for the National Academies of Science, and the advisory committee for the National Science Foundation.

**Topic: Academic Excellence in the Post MOOC Era:
Lessons learned on Technology Best Practice**
Friday 26 June 2015
9:15 – 10:15 am
Auditorium A1

The Massive Open Online Course (MOOC) revolution certainly has introduced numerous implications for all. It helped legitimize the efficacy of online education and created a new paradigm of learning analytics based on deep learning. This presentation shares insights on emerging education technology solutions, increasingly relevant 21st century competencies, and resilient challenges in higher education, along with lessons learned from an active mobile learning project focused on inquiry-based learning and critical thinking skill development.

SESSION CHAIR
MRS. PATRICIA ATHERLEY
Officer-in-Charge,
Centre for Excellence in Teaching and Learning,
The University of the West Indies, Cave Hill

Panellists

DAY 1 PANEL: Strategies for Financing Higher Education: Impact of Political, Economic and Social Contexts
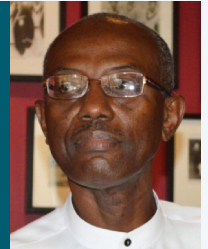
Wednesday 24 June 2015
2:40 pm – 4:00 pm
Auditorium A1

PROF. ANDREW S. DOWNES
PANELLIST
Pro Vice-Chancellor, Planning and Development,
The University of the West Indies

Prof. Andrew S. Downes has served as Head of the Department of Economics and Dean of the Faculty of Social Sciences (Cave Hill) and been a visiting Professor at George Washington University, Cornell University, Bureau of Labour Statistics (USA), University of Toronto (Canada), and the London School of Economics (UK). In the area of public service, Prof. Downes has served as a member of the Board of Directors of the Central Bank of Barbados, the Barbados Port Authority, and several other bodies in Barbados. At the regional level, he was Chairman of the Executive Committee of the then Caribbean Centre for Monetary Studies and Lead Negotiator for CARICOM in the FTAA negotiations.

PROF. HUBERT DEVONISH
PANELLIST
Professor of Linguistics,
The University of the West Indies, Mona

Prof. Hubert Devonish is Professor of Linguistics at UWI's Mona Campus, Jamaica. He has worked extensively on the standardisation and promotion of Caribbean Creole languages, with his book, Language and Liberation: Creole Languages in the Caribbean (1986, 2007) being his best-known work on this topic. He is Coordinator of the Jamaican Language Unit, which has language planning and promotion responsibility for the Jamaican Language (Jamaican Creole) and for advocating for language rights for speakers of the Jamaican Language. He has been an active member of the West Indies Group of University Teachers (WIGUT) for 28 years, participating over that period in numerous negotiations, either as President of the Union or Leader of the Negotiating Team. As part of preparations for the 2011-2014 Triennium negotiations with The University of the West Indies, he was largely responsible for the document, "A Proposal for the Sustainable Funding of UWI in Jamaica," which came out of a WIGUT (Jamaica) funded research project on the same topic.

This paper was widely commented on in Jamaica and around the wider Caribbean, and extensively quoted by The University of the West Indies Vice-Chancellor in public statements on UWI funding.

Topic: New Models for Old: Funding UWI for the Long Haul

This presentation is based on the notion that Higher Education and The University of the West Indies, in particular, constitute economic activities that must be incentivised in the same way that other productive enterprises are. The presentation argues that The University of the West Indies provides both significant immediate contributions to the economies and GDP of campus territories, in addition to providing the public good for which they were set up. The contributing territories are becoming increasingly reluctant or unable, depending on one's perspective, to fund the students for which they have responsibility at The University of the West Indies, according to the existing funding arrangement. The consequence is that The University of the West Indies is in an ongoing battle for survival, with shrinking financing from the governments, and expectations of doing more with less.

The presentation seeks to shake the perception that The University of the West Indies is a drag on the public purse by proving, in relation to the operations of UWI in Jamaica 2011, that the Government of Jamaica, through taxation and statutory deductions, as well as consumption taxes, collected from the operations of The University of the West Indies approximately the same sum as its subvention to The University of the West Indies in that same year. This was in addition to the benefits in relation to foreign exchange earnings of the country. Using The University of the West Indies Mona as a model, the presentation posits that the net contribution to The University of the West Indies from its campus territory contributors is at or very close to zero. In effect, the public good for which The University of the West Indies has been set up, is being provided for free.

The presentation poses the problem of how that public good can be paid for since, if it is not, the goose that lays the golden egg will die for the want of feed. It goes on to explore a variety of models for funding The University of the West Indies, which would both enhance its immediate economic benefits to the contributing territories, while also the funding The University of the West Indies in its public good mission. These models are based on the notion of The University of the West Indies functioning as a provider of higher education services within the global marketplace.

MS. TERESA WHITE
PANELLIST
Group Human Resource Director,
ANSA McAL Group of Companies

Ms. Teresa White has extensive experience of strategic human resource management, organisational transformation, and change management. She joined the Group's Parent Board of Directors in June 2007 as a non-Executive Director and in January 2011 she assumed the executive role of Group HR Director. In the 10 years prior to this, she successfully led her own independent regional consulting practice, and her client base spanned the energy, financial, professional services, and telecommunication sectors.

Her roles before becoming a consultant included being the Senior Manager of Change Management at the Central Bank of Trinidad and Tobago, the Group Human Resource Manager at ANSA McAL Ltd, a Senior Management Consultant at Ernst and Young, and an Insolvency Examiner at the Department of Trade and Industry in the United Kingdom. Teresa has a BA (Hons) in Politics from Queen Mary and Westfield College, University of London and an MSc (Econ) from the London School of Economics and Political Science, University of London.

Topic: Strategies for Financing Higher Education

This presentation will explore the topic under three headings:
1. The Private Sector Perspective – a summary of the issues that we find particularly pertinent:
   - Socio-economic challenges – developing an employable & engaged workforce from entry level to Executive; ANSA McAL's specific experience of providing career paths & planning for leadership-critical succession (noting our participation in UWI's WoW & Cave Hill recruitment, the ANSA McAL-branded EMBA & our newly launched Champions programme)
   - The University's role in addressing these challenges & the win-win value proposition

2. Expanding on the win-win value proposition – the experience of ANSA McAL's support of UWI & regional thought leadership:
   - Construction of Anthony N Sabga School of Entrepreneurship
   - Construction of Guardian Media School of Journalism
   - Opening of ANSA McAL Psychological Research Centre
   - Anthony N Sabga Caribbean Awards for Excellence

3. The other things that private sector companies think about before they make corporate social responsibility (CSR) investments:
   - Is the investment sustainable?
   - Are they going to secure the planned returns?
   - Criticality of the receiving institution's transparency of governance & management practices

DR. BHESHEM RAMLAL – CHAIR
Senior Lecturer, The University of the West Indies,
St. Augustine

DAY 2 PANEL: Showcasing Evidence of Good and Promising Practices
Thursday 25 June, 2015
2:50 pm – 4:10 pm
Auditorium A1

MR. RAYMOND A. EYTLE
PANELLIST
Senior Assistant Registrar,
Human Resources Management Division,
The University of the West Indies, Mona

Mr. Raymond A. Eytle is the Senior Assistant Registrar, Employee Relations, Compensation, Benefits and Occupational Safety and Health for The University of the West Indies, Mona Campus. A graduate in the field of Industrial and Labour Relations from Cornell University, Mr. Eytle has been in the field of Human Resources (HR) and Industrial Relations for more than 30 years. Since joining The University in 1992, he has made significant contributions to the institute's HR environment in streamlining the Management of the Human Resource/Industrial Relations functions for Administrative, Technical and Service staff. Prior to joining The University of the West Indies, Raymond spent almost 16 years in the Bauxite Industry in Guyana where he held a number of Senior HR/IR positions, and has had extensive training and experience in Human Resources in both operations and strategy. He has also presented a number of HR/IR papers, locally, regionally and internationally. He is a member of the Executive Council of the Jamaica Employers Federation (JEF), 2nd Vice President of JEF, a member of the Labour Advisory Council to the Minister of Labour, and a Director of the Caribbean Employers' Confederation.

Topic: UWI Electronic Information Technology Training, Assessment and Certification for Service Staff, The University of the West Indies – Mona

This presentation will explore the topic under the following headings:
1. Background to Project
2. Objectives
3. Benefits
4. Competency Standards and Curriculum
5. General Requirements
6. Deliverables and Timeline
7. Resources and Budget
8. Responsibilities of The University of the West Indies, Mona
9. Implementation
10. Challenges
11. Assessment
12. Outcomes/Results
13. Conclusion

MRS. JULIET ROMEO-JOSEPH
PANELLIST
Engineering Practice Coordinator,
Department of Electrical and Computer Engineering,
The University of the West Indies, St. Augustine

Mrs. Juliet Romeo-Joseph is the Engineering Practice Coordinator within the Department of Electrical and Computer Engineering at The University of the West Indies, St. Augustine Campus. She is responsible for the coordination of the Community Service Learning group projects that form part of the BSc degree in Electrical and Computer Engineering curriculum. Mrs. Romeo-Joseph has been instrumental in the development of the framework for this community service learning initiative since its inception in the academic year 2008/2009 and continues to lead the initiative, with the support of other members of staff.

Topic: Community Service Learning Project

This presentation will explore the Community Service Learning Project of the Department of Electrical and Computer Engineering, The University of the West Indies, St. Augustine under four headings:

1. Introduction
   a. What is Community Service Learning (CSL)?
   b. Identification of the best practice principles for higher education that relate to Teaching and Learning
   c. How does CSL relate to the development of the student from a pedagogical standpoint, satisfying the mandate of The University of the West Indies and its impact on the nation/region?

2. Case Study
   a. How has CSL been incorporated into the BSc in Electrical and Computer Engineering Programme?
   b. Overall project goals
   c. Logistics, e.g., duration, cost, assessment procedures, administrative framework, legal framework, etc.
   d. Outcomes: feedback from stakeholders, unintended consequences (positive and negative), recognition of value by others
   e. Lessons learned

3. Showcase evidence of a successful CSL project
   a. Project overview
   b. Goals and outcomes
   c. Actual feedback from stakeholders

4. Future Plans

MRS. AYANNA YOUNG MARSHALL
PANELLIST (BY VIDEO)
Lecturer, Department of Management Studies,
The University of the West Indies, Cave Hill

Ayanna Young Marshall is an attorney-at-law admitted to practice in Barbados and Guyana. She holds the LLB (Hons); an MSc in International Business; and is currently pursuing a Doctorate in Business Administration at the Cave Hill School of Business at The University of the West Indies. She is a Lecturer in the Department of Management Studies there. Her research focuses on international business, entrepreneurship and economic sectors with foreign exchange earning potential. She is Coordinator of the Student Entrepreneurial Empowerment Development (SEED), geared at promoting entrepreneurship among students and graduates of the University. Ayanna Young Marshall has significant international business, trade policy and private sector development experience. She has prepared briefs, opinions, speeches, and policy papers; and advised and represented private sector interests at international trade negotiations. Prior to joining The University of the West Indies she was Deputy Trade Director and International Trade Specialist with the USAID funded Caribbean Trade and Competitiveness Development Programme, Trade Officer at the Barbados Chamber of Commerce and Industry, and fellow at the Caribbean Regional Negotiating Machinery. Her legal work focuses on international trade law focused on non-contentious commercial, international trade law consultancy, business start-up and advisory. She has consulted on projects with regional governments, international organisations and private sectors in international trade and business.

Topic: Student Entrepreneurial Empowerment Development (SEED), The University of the West Indies, Cave Hill Campus

SEED is a motivational entrepreneurship development programme and co-curricular course that fosters self-reliance, innovation and entrepreneurship among students. SEED's ultimate goal is to expand employment choices so that instead of having to rely on jobs in the private and public sectors, graduates will start their own businesses. SEED uses non-conventional teaching methods, mentorship and a business plan competition as part of its innovative approach. This presentation will provide context, a description of SEED, objectives, components, primary activities, constraints, opportunities, impact, build out and concluding observations.

DR. CLAUDIA HARVEY - CHAIR
Former UNESCO Representative,
Office Director and Education Advisor

DAY 3 PANEL: Institutional and Programme Accreditation

**Friday 26 June, 2015
1:05 pm – 2:25 pm
Auditorium A1**

MR. MICHAEL BRADSHAW
PANELLIST
Executive Director,
Accreditation Council of Trinidad and Tobago

Michael (Mike) Bradshaw is a former teacher with 20 years' experience at both primary and secondary levels. He has also served in several capacities in the public service of Trinidad and Tobago: Curriculum Specialist, Science Teacher Educator, and Education Specialist – Professional Development, Ministry of Education; Sector Development Specialist, National Training Agency; Training Specialist, Ministry of Science, Technology & Tertiary Education; and as a lecturer at the UWI School of Education and Course Co-ordinator in UWIDEC (now UWI Open Campus). Since 2009 Mike Bradshaw has been the Executive Director of the Accreditation Council of Trinidad and Tobago. His stewardship has produced and established the Quality Institute, which provides institutional and professional development to faculty and staff of institutions seeking accreditation. He is actively engaged in research related to the professional preparation and development of principals' and teachers' Quality Assurance and Qualifications Frameworks. He has used these outputs to design and implement training programmes for new and aspiring principals and teachers, as well as professional development programmes for practising principals locally and regionally. Mr. Bradshaw has considerable work experience as an Education and Training Consultant both locally and regionally. Internationally, he served as Vice Chair of the Commonwealth of Learning Transnational Qualifications Framework Management Committee and facilitated the development of the Transnational Qualifications Framework. Mike Bradshaw has also co-authored a series of Integrated Science Textbooks and Teachers' Guide as well as a Reader entitled Scientist at Work, published by Longmans, UK.

Topic: Institutional Accreditation, A Mechanism for Adopting and Demonstrating Best Practices in Higher Education: Lessons Learnt, the Trinidad and Tobago Experience

According to the Council for Higher Education Accreditation (CHEA) of the USA, accreditation is the tool used to monitor, assess, and evaluate the standards and quality of the education a student receives at a college, university, or other institution of higher learning. Accreditation status indicates that a college, university, institution, or programme meets the standards of quality set by an external quality assurance agency (EQAA)

in terms of faculty, curriculum, administration, resources, financial well-being, and student services. Prasad (2010) states that best practices, the practices that add commendable value to an institution and its various stakeholders, are considered as reliable benchmarks or standards of quality. The best institutions are those that widely use them. The overall purpose and intent of the best practices benchmarking can be summarized as: (1) the development of an understanding of the fundamentals that lead to success, (2) focus on continuous improvement efforts, and (3) management of the overall change process to close the gap between an existing practice of the institution and that of the best-in-class. This presentation will, in the context of time, present a synopsis of how institutions accredited by the Accreditation Council of Trinidad and Tobago (ACTT) demonstrate tertiary level education best practice principles as part of, and as result of, achieving accredited status. It will attempt to examine how institutions, after achieving the status, engage in institutional development with regard to developing a rigorous Quality Management System, in order to improve mechanisms for governance and administration, programme development, teaching and learning strategies, student support, and resource management.

DR. KAMLA MUNGAL
PANELLIST
Director, Academic Development and Accreditation,
Arthur Lok Jack Graduate School of Business

Dr. Kamla Mungal is Director, Academic Development and Accreditation and Director of the Leadership Institute at The UWI's Arthur Lok Jack Graduate School of Business, in Trinidad and Tobago. Her specialisations include curriculum design, development and implementation, leadership and leadership of educational organisations. Dr. Mungal has a particular interest and experience in effective school management, professional development for teachers, administrators and leaders. She has worked actively in the development and implementation of basic education in Trinidad and Tobago including the School Improvement Plans and curriculum improvement initiatives for primary schools of Trinidad and Tobago.

Topic: Best Practice in Business Education and Satisfying the Accreditation Criteria of the Association of MBAs (AMBA)

PROF. STEPHAN GIFT
PANELLIST
Head, Department of Electrical and
Computer Engineering,
The University of the West Indies, St. Augustine

Professor Stephan J. G. Gift graduated from The University of the West Indies with a BSc (First Class Honours) and PhD degrees in Electrical Engineering. He worked in the telecommunications industry for 12 years and was granted international patents for an advanced electronic test system that was implemented in the local telephone network. He is currently Professor of Electrical Engineering and Head of the Department of Electrical and Computer Engineering at The UWI. Under his leadership, his Department's undergraduate programme was recently re-accredited by the Institution of Engineering and Technology for 5 years for the first time in its history. The Department's first application for accreditation for its MASc programme was also awarded for the same period. He is a past president and Fellow of the Association of Professional Engineers of Trinidad and Tobago and a senior member of the Institute of Electrical and Electronic Engineering.

Topic: Best Practice in Higher Education: The Experience of the Department of Electrical and Computer Engineering

This presentation will briefly discuss each of the categories under which the Department was recently accredited by the Institution of Engineering and Technology (IET), namely (i) Aims and Objectives, (ii) Outcomes from last accreditation visit, (iii) Programme, (iv) Admission, progression and award, (v) Projects, (vi) Staffing, (vii) Resources and facilities, (viii) Quality Assurance.

Panellists
DAY 3

DR. REISHA RAFEEK
PANELLIST
Lecturer, School of Dentistry; Associate Dean,
Faculty of Medical Sciences, The University of the
West Indies, St. Augustine and Member of the Board
of the Caribbean Accreditation Authority for Education
in Medicine and Other Health Professions (CAAM-HP)

Dr. Reisha Rafeek graduated from Guy's Hospital Dental School, University of London in 1990 with the Bachelor of Dental Surgery (BDS). She then worked in general dental practice in London in the NHS until returning to Trinidad. In 1994 she was appointed Assistant Lecturer at The UWI's School of Dentistry, Faculty of Medical Sciences. She obtained her Master's in Conservative Dentistry with Distinction at the Eastman Dental Institute in London in 1998. While in the post of Clinical Lecturer at the Eastman Dental Hospital she obtained the Fellowship in Dental Surgery (Restorative Dentistry) of the Royal College of Surgeons of England in 1999. Since 2000 she has been Lecturer in Restorative Dentistry at The University's Dental School in Mount Hope and was promoted to Senior Lecturer in 2012. Currently she is the Faculty's Associate Dean, Public Relations and a member of the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP).

Topic: The Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP)

This presentation will discuss the CAAM-HP and explore accreditation of medicine and dental programmes in the Faculty of Medical Sciences, The University of the West Indies, St. Augustine under the following headings:
- Accreditation Standards - Medicine and Dentistry
- Best practice in Higher Education
  1. Rigorous evaluation of the programme
  2. CAAM standards – how we did it
  3. Measurement against best practice elsewhere, e.g., ADA and GDC
  4. Accessible documentation; institutional or developmental needs addressed
  5. Efficient use of resources
  6. External stakeholders

PROF. CLEMENT SANKAT - CHAIR
PVC and Campus Principal,
The University of the West Indies, St. Augustine

Panellists

DAY 3 PANEL: Meeting the Needs of Our Students: Developing Their Citizenship and Employability Skills for the Twenty-First Century

Friday 26 June, 2015
2:30 pm – 3:50 pm
Auditorium A1

MR. DAMANI PARRIS
PANELLIST
Former President, Guild of Students,
The University of the West Indies, Cave Hill

Mr. Damani Parris is a student of The University of the West Indies, Cave Hill Campus. He served as the President of the Guild of Students at the Campus for two consecutive terms during 2013-2015, which coincided with the Campus' 50th anniversary. During his tenure, Mr. Parris effectively represented the student body on numerous matters, most notably managing the challenges encountered during the Barbadian Government's change in Tuition Fee policy. Prior to his enrolment at the Cave Hill Campus, he was President of the Guild of Students at the Barbados Community College and Prime Minister of Team ACTION Parliamentary Assembly. At just 22 years of age, Mr. Parris has accumulated a great deal of experience in student and youth representation and leadership. His opinion on the student experience has matured over time, having had the privilege of growth and development. Mr Parris continues to take every opportunity to share his knowledge and experience on student matters.

Topic: The Needs and Wants of the Contemporary Student: Perspectives of the Future CARICOM Citizen

The focus of this presentation will be on:
- Student perceptions of the job market and the reason for pursuing a degree
- Student perceptions on internships in degrees, and the feelings on their absence/ presence
- Student services in the 21st century; the demands of the everyday student
- The in-classroom work demand, and the results in shaping a citizen
- Out-of-classroom learning experiences, another way of learning?
- Competing with the rest of the world: The CARICOM citizen in a hostile world
- Cultural differences and students: The student and globalisation

PROF. RHODA REDDOCK
PANELLIST
Deputy Campus Principal,
The University of the West Indies,
St. Augustine Campus

Professor Rhoda Reddock is Deputy Campus Principal and former head of the Centre for Gender and Development Studies at The University of the West Indies, St. Augustine. As Deputy Principal, she has special responsibility for students in addition to her other duties related to the management of the campus. A former lecturer in sociology at the St. Augustine Campus and associate lecturer in the Women and Development programme at the Institute of Social Studies, The Hague, she has published widely. Her book publications include Women, Labour and Politics in Trinidad and Tobago: A History (Zed Books, 1994), which was named a CHOICE Outstanding Academic Book for 1995; Plantation Women: International Experiences (Berg, 1998), co-edited with Shobhita Jain; Caribbean Sociology: Introductory Readings (2000), co-edited with Christine Barrow; the edited volume Interrogating Caribbean Masculinities (The University of the West Indies Press, 2004), which won The University of the West Indies Press Bestselling Textbook Award 2004-2007; and Sex, Power and Taboo: Gender and HIV in the Caribbean and Beyond (2009). Among her many awards are The University of the West Indies Vice-Chancellor's Award for All-Round Excellence in Teaching and Administration, Research and Public Service (2001); the Seventh CARICOM Triennial Award for Women (2002); and a distinguished Fulbright New Century Scholars Award (2004). In March 2012, she received an honorary doctorate from the University of the Western Cape in South Africa, and in August 2011 she received a Trinidad and Tobago National Award (Gold) for her contribution to Women's Rights and Issues.

Topic: Meeting the Needs of Our Students: Developing Citizenship and Employability Skills for the 21st Century

This presentation will explore the following:

1. **The Role of Higher Education in our Developing and Global Context**
   - Higher Education for Sustainable Development
   - Increased Role in Economic Competitiveness

2. **The Rise of Credentialism in Higher Education**

3. **Student Development as an Investment in the Future of the Caribbean and the Financial Stability of the Institution**
   - Relationship between Higher Education and Student Development
   - The UWI's Strategic Plan
     • Core Values
     • Key Attributes of the Distinctive UWI Graduate

4. **The Role of Student Services in Student Development**
   - Creating:
     • Engaged Citizens - through Service Learning, Community Engagement, Civic Engagement
     • Ethical Citizens
     • Competent workers, professionals and entrepreneurs, parents, leaders, politicians
   - Sport and Athletic Development

This presentation will explore the following: *(cont'd)*

5. **Challenges**
   - Commitment and Recognition of the Importance of Student Development
   - The Discipline Focus of our Institutions
   - Attitudes - University's Minors

DR. FRANCIS SEVERIN
PANELLIST
Director, The University of the West Indies
Open Campus Country Sites (OCCS)

Francis O. Severin is Director of The University of the West Indies Open Campus Country Sites (OCCS). A graduate of The University of the West Indies, his research interests include teaching issues, subject choice, career and educational aspirations, sociology of education, entrepreneurism vis-à-vis the academy, and human resource development. Dr. Severin has worked at The University of the West Indies since January 1999, when he took up the post of Programme Officer, Office of Administration and Special Initiatives (OASIs). In that post, among other duties, he was responsible for managing The University's Alumni Relations within and outside the Caribbean; overseeing the Campus Alumni Offices at Cave Hill, Mona, and St. Augustine; writing proposals, special papers, reports, as directed by the Pro Vice-Chancellor; and conducting research, where necessary, to gather baseline data for The University of the West Indies's science and other initiatives (including alumni, staff, and student issues). In 2005 he became Resident Tutor and Head of The University Centre (School of Continuing Studies) in Dominica. He has implemented a number of initiatives, including the launching of a number of Distinguished Annual Lecture Series.

Topic: Meeting Student Needs Through the Open Campus: Opportunities and Possibilities

The presentation will explore this topic under the following headings:
- What are those needs? Critical thinking, employability, civic responsibility/political astuteness, gender equity, ethical behaviour
- Avoiding the tragedy of the pedagogy of the oppressed – How online education can facilitate
- The on-line versus face-to-face/in-class
- Some ways forward: The DFATD-SDEC Project in the Open Campus – Investing in employability skills of the Caribbean with sensitivity to Gender
- Retaining students in the online environment
- Conclusion

MS. CATHERINE R. KUMAR
PANELLIST
Chief Executive Officer at the Trinidad and Tobago
Chamber of Industry and Commerce

Ms Catherine R. Kumar is currently the Chief Executive Officer at the Trinidad and Tobago Chamber of Industry and Commerce. Ms Kumar has held several leadership positions, such as President and Country Head of RBTT Bank Limited (now Royal Bank of Canada); Chief Operating Officer of ALGICO (now Pan American Life Insurance Company of Trinidad and Tobago); Inspector of Financial Institutions at the Central Bank of Trinidad and Tobago; first female President of both the American Chamber of Industry and Commerce and President of Bankers' Association of Trinidad and Tobago. She also chaired the Caribbean Group of Banking Supervisors and served the country as a Director on several State boards and as a representative on several key stakeholder committees. She holds a Bachelor of Science (Hons.) in Management Studies, and is a Fellow of the Association of Chartered Certified Accountants. The University of the West Indies has recognised the work done by Catherine as a female in leadership positions and charting the way for other females to follow. On October 24, 2014, The University conferred on her a doctorate of Laws (LLD). She was inducted into the Hall of Excellence at St. Joseph's Convent P.O.S. on October 2009, in recognition of her outstanding achievements in business; and she received one of the 50 awards given by The University of the West Indies on the occasion of its 50th Anniversary.

The Development of Citizenship and Employability Skills

The presentation will explore the topic under the following headings:
- Introduction
- The UWI Strategic Plan – SWOT
- The Ideal Graduate
- The Motivation Challenges
- Focus on the Real Starting Point
- Questions on which to Ponder
- Three Solutions Offered

DR. KAY THOMPSON - CHAIR
Senior Programme Officer, QAU,
Vice-Chancellery, The University of the West Indies,
Cave Hill

Conference Programme

DAY 1
Wednesday June 24, 2015

Theme: Context and its
Impact on Best Practice

8:00 a.m. **REGISTRATION**
SECRETARIAT

FORMAL OPENING

9:00-10:30 a.m. **AUDITORIUM A1**
FEATURE ADDRESS
Title: Best Practice and Development in Caribbean Higher Education

Feature Speaker: Prof. Sir Hilary Beckles
Vice-Chancellor of The University of the West Indies

Chair: Prof. Alan Cobley
Pro Vice-Chancellor Undergraduate Studies and Chair, Board for Undergraduate Studies, The University of the West Indies

10:30-10:55 a.m. **FOYER – GROUND FLOOR**
COFFEE BREAK

PLENARY SESSION
Session 1 **(11 a.m.-12 noon)**

11 a.m.-12 noon **AUDITORIUM A1**
KEYNOTE ADDRESS
Title: Defining Best Practice: Contextual Relevance in the Caribbean

Keynote Speaker: Dr. Claudia Harvey
Education Advisor and Researcher, Former UNESCO Representative, Office Director and Education Advisor in the Caribbean and South Africa

Chair: Dr. Anna-May Edwards-Henry
Director, Centre for Excellence in Teaching and Learning (CETL), The University of the West Indies St. Augustine

12:05-1:00 p.m. **LECTURE ROOMS B AND C**
LUNCH

PRESENTATIONS
Session 2 **(1:05-2:10 p.m)**

1:05-1:35 p.m. **TUTORIAL ROOM 3**
Paper: Being Your Own Teacher: Making the Transition from Face-to-Face Educators to Online Facilitators

Sub-Theme: Engagement and Workforce Development

Author/Presenter: Dr. Andrew B. Campbell,
The UWI Open Campus

Chair: Dr. Anna Kasafi Perkins
Senior Programme Officer, Quality Assurance Unit, Office of the Board for Undergraduate Studies, Vice-Chancellery, The University of the West Indies, Mona

PRESENTATIONS
Session 2 **(1:05-2:10 p.m)** *(cont'd)*

1:05-1:35 p.m. **TUTORIAL ROOM 4**
Paper: Exploiting Asynchronous Delivery at the Tertiary Level: Transitioning From the Traditional to the Flipped Model

Sub-Theme: The Use of Information and Communication Technologies (ICT) in Higher Education

Author/Presenter: Ms. Lyn Keith
The University of the West Indies, St. Augustine

Chair: Ms. Pamela Dottin
Senior Programme Officer, Quality Assurance Unit, Office of the Board for Undergraduate

1:05-1:35 p.m. **TUTORIAL ROOM 5**
Paper: Critical Contestations: Negotiating Higher Learning in the 21st Century

Sub-Theme: Developing the Desired Graduate

Authors/Presenter: Dr. Noel M. Cowell, and Ms. Tanzia S. Saunders
The University of the West Indies, Mona

Chair: Dr. Kay Thompson,
Senior Programme Officer, Quality Assurance Unit, Office of the Board for Undergraduate Studies, Vice-Chancellery, The University of the West Indies, Cave Hill

1:40-2:10 p.m. **TUTORIAL ROOM 3**
Paper: Implementation Success Story of a Business Intelligence (BI) System at The University of the West Indies, St. Augustine Campus – Solving the 'Big Organisation Data Problem' Through Best Practices in BI

Sub-Theme: The Use of Information and Communication Technologies (ICT) in Higher Education

Author/Presenter: Mr. Ashish Bhatt
The University of the West Indies, St. Augustine

Chair: Dr. Anna Kasafi Perkins
Senior Programme Officer, Quality Assurance Unit, Office of the Board for Undergraduate Studies, Vice Chancellery, The University of the West Indies, Mona

PRESENTATIONS
Session 2 (1:05-2:10 p.m) *(cont'd)*

1:40-2:10 p.m.

TUTORIAL ROOM 4
Paper: Exploring Foreign Language (Spanish) Teaching Best Practice in Online Delivery of the Reading Comprehension and Writing Module at The University of the West Indies, St. Augustine

Sub-Theme: The Use of Information and Communication Technologies (ICT) in Higher Education

Authors/Presenters: Ms. Carolina Arrieta Castillo, Ms. Suly Corredor Sánchez, Ms. Paola Palma Rojas, and Dr. Nicole Roberts The University of the West Indies, St. Augustine

Chair: Dr Freddy James, Lecturer, School of Education

1:40-2:10 p.m.

TUTORIAL ROOM 5
Paper: Developing a Learning Organization Through Distance Education Initiatives at the University of Technology, Jamaica: A Study of the College of Health Sciences

Sub-Theme: Developing the Desired Graduate

Authors/Presenters: Dr. Jeanette M. Bartley-Bryan and Dr. Janet Campbell-Shelly UTech, Jamaica

Chair: Dr. Kay Thompson
Senior Programme Officer, Quality Assurance Unit, Office of the Board for Undergraduate Studies, Vice Chancellery, The University of the West Indies, Cave Hill

2:10-2:35 p.m.

FOYER – GROUND FLOOR
COFFEE BREAK

PLENARY SESSIONS
Session 3 (2:40-4:00 p.m.)

2:40-4:00 p.m.

AUDITORIUM A1
PANEL DISCUSSION
Title:Strategies for Financing Higher Education: The Impact of Political, Economic and Social Contexts

Presenters: Prof. Andrew S. Downes
Pro-Vice-Chancellor , Planning and Development, The University of the West Indies

Prof. Hubert Devonish
Coordinator, Jamaican Language Unit, Unit for Caribbean Language Research, The University of the West Indies, Mona

Ms. Teresa White
Group Human Resource Director, ANSA McAL Group of Companies

Chair: Dr. Bheshem Ramlal
Head of Department, Department of Geomatics Engineering and Land Management, The University of the West Indies, St. Augustine

Session 4 (4:00-4:10 p.m.)

4:00-4:10 p.m.

AUDITORIUM A1
DAY 1 CLOSING
Dr. Anna-May Edwards-Henry,
Director, CETL, The University of the West Indies, St. Augustine

4.10 – 4:50 p.m.

LECTURE ROOM B
Book Launch: "Quality Higher Education in the Caribbean" Edited by Dr. Anna Kasafi Perkins, Senior Programme Officer, Quality Assurance Unit, Office of the Board for Undergraduate Studies, Vice-Chancellery, Mona

Evening Event

5:00-7:00 p.m.

THE UNIVERSITY INN AND CONFERENCE CENTRE
PRINCIPAL'S RECEPTION

Conference Programme

DAY 2
Thursday June 25, 2015

Theme: Best Practice, Good Practice and Promising Practice: Identifying the Evidence

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8:00 a.m. REGISTRATION
SECRETARIAT

PLENARY SESSIONS
Session 5 (9:00-9:15 a.m.)

9:00-9:15 a.m. **AUDITORIUM A1**
DAY 1 REVIEW

Dr. Sandra Gift
Conference Chair | Senior Programme Officer,
Quality Assurance Unit, Office of the Board for
Undergraduate Studies, Vice-Chancellery,
The University of the West Indies, St. Augustine

Session 6 (9:15-10:15 a.m.)

9:15-10:15 a.m. **AUDITORIUM A1**
KEYNOTE ADDRESS
**Title: From Student Engagement to
Transformation: Best Practices for Teaching
and Learning**

Keynote Speaker: Prof. Dan Butin
Professor and Founding Dean, School of
Education and Social Policy, Merrimack College
and Executive Director, Centre for Engaged
Democracy, Massachussetts

Chair: Dr. Sylvia Henry
Instructional Development Specialist, Centre for
Excellence in Teaching and Learning, The University
of the West Indies, Cave Hill

10:20-10:45 a.m. **FOYER – GROUND FLOOR**
COFFEE BREAK

PRESENTATIONS
Session 7 (10:50-12.00 noon)

10:50-11:20 a.m. **TUTORIAL ROOM 3**
**Paper: Defying Established Practice in the EFL
Grammar Classroom: The Development of a
Theoretical Framework for Teaching and Testing
SE Periphrastic Verbs**

Sub-Theme: Teaching and Learning

Author/Presenter: Dr. Amina Ibrahim-Ali
The University of the West Indies, St. Augustine

Chair – Dr. Susan Herbert
Lecturer, School of Education, The University of
the West Indies, St. Augustine

PRESENTATIONS
Session 7 (10:50-12.00 noon) *(cont'd)*

10:50-11:20 a.m.

TUTORIAL ROOM 4
Paper: Best Practice Explored - A Team Teaching Approach in One Online Course (A Case Study)

Sub-Theme: Teaching and Learning

Author/Presenter: Ms. Kareen Guscott
The University of the West Indies, Open Campus

Chair – Dr. Freddy James
Lecturer, School of Education, The University of the West Indies, St. Augustine

10:50-11:20 a.m.

TUTORIAL ROOM 5
Paper: Students' Attitudes Towards Research: Applying Best Practice Principles Through a Student-Centred Approach

Sub-Theme: Teaching and Learning

Authors/Presenters: Dr. Korah Belgrave and Dr. Janice Jules
The University of the West Indies, Cave Hill

Chair – Dr. Florence Gilzene-Cheese
Instructional Development Coordinator, The University of the West Indies, Open Campus

10:50-11:20 a.m.

TUTORIAL ROOM 6
Paper: Using Peer Assessment as a Learning Tool for Teacher Education Students at a University in Jamaica: An Action Research

Sub-Theme: Assessment

Author/Presenter: Mr. Michael-Anthony C. Dobson-Lewis
UTech, Jamaica

Chair – Mr. Anthony Perry
Senior Programme Officer, Office of the Board for Undergraduate Studies, Vice-Chancellery

10:50-12 Noon

AUDITORIUM A1
Panel: New Directions in Foreign Language Research in Caribbean Higher Education

Sub-Theme: Research and Innovation

**Author/Presenter: Mr. Diego Mideros,
Dr. Nicole Roberts, Ms. Avian Daly and
Dr. Beverly-Anne Carter**
The University of the West Indies, St. Augustine

Chair – Dr. Jennifer Yamin-Ali
Lecturer and Programme Coordinator, School of Education, The University of the West Indies, St. Augustine

PRESENTATIONS
Session 7 (10:50-12.00 noon) *(cont'd)*

11:25-11:55 a.m.

TUTORIAL ROOM 3
Paper: An Evaluation of PBL Delivery Process in the Faculty of Medical Sciences, St. Augustine, and Ways Forward

Sub-Theme: Teaching and Learning

Authors/Presenters: Dr. Pradeep Kumar Sahu, Prof. Jonas Addae, and Dr. Bidyadhar Sa
The University of the West Indies, St. Augustine

Chair – Dr. Susan Herbert
School of Education, The University of the West Indies, St. Augustine

11:25-11:55 a.m.

TUTORIAL ROOM 4
Special Presentation: Huawei e-Education Solutions

Sub-Theme: Teaching and Learning

Author/Presenter: Mr. Pedro Gomez
Enterprise Chief Technology Officer, Huawei Enterprise Business Group

Chair – Dr. Freddy James
School of Education, The University of the West Indies, St. Augustine

11:25-11:55 a.m.

TUTORIAL ROOM 5
Paper: The Design and Development of Study Materials to Facilitate the Building of Skills in Recognising and Differentiating Among Statements in Academic Text

Sub-Theme: Teaching and Learning

Author/Presenter: Dr. Olabisi Kuboni
The University of the West Indies, Open Campus (Retired)

Chair – Dr. Florence Gilzene-Cheese
Instructional Development Coordinator, The University of the West Indies, Open Campus

11:25-11:55 a.m.

TUTORIAL ROOM 6
Paper: Assessing Foreign Language Speaking Interactive Performance: The Case of Spanish Undergraduate Students

Sub-Theme: Assessment

Author/Presenter: Mr. Romulo Guedez-Fernandez
The University of the West Indies, St. Augustine

Chair – Mr. Anthony Perry
OBUS, The University of the West Indies

PRESENTATIONS
Session 7 **(10:50-12.00 noon)** *(cont'd)*

12:00-1:00 p.m. **LECTURE ROOMS B and C**
LUNCH

1:00 -1:20 p.m. **FOYER / TUTORIAL ROOM**
Networking

PLENARY SESSIONS
Session 8 **(1:25-2:25 p.m.)**

1:25-2:25 p.m. **AUDITORIUM A1**
SPOTLIGHT SESSION
Title: UNESCO Perspectives on Best Practices of Regional Quality Assurance Networks

Presenter: Programme Specialist,
Dr. Jochen Hönow
UNESCO Institute for Higher Education in Latin America and the Caribbean - Caracas, Venezuela

Chair: Dr. Sandra Gift
Senior Programme Officer,
Quality Assurance Unit, Office of the Board for Undergraduate Studies, Vice-Chancellery,
The University of the West Indies, St. Augustine

2:25-2:45 p.m. **FOYER – GROUND FLOOR**
COFFEE BREAK

Session 9 **(2:50-4:10 p.m.)**

2:50-4:10 p.m. **AUDITORIUM A1**
PANEL DISCUSSION
Title: Showcasing Evidence of Good and Promising Practices

Presenters: Mr. Raymond Eytle
Senior Assistant Registrar in the Employee Relations, Benefits, Compensation and Occupational Safety and Health Section of the Human Resources Management Division, The University of the West Indies, Mona

Mrs. Juliet Romeo-Joseph
Engineering Practice Coordinator, Department of Electrical and Computer Engineering, The University of the West Indies, St. Augustine

Mrs. Ayanna Young Marshall
Lecturer in International Business, Department of Management Studies. The University of the West Indies, Cave Hill (Video)

Chair: Dr. Claudia Harvey
Education Advisor and Researcher, Former UNESCO Representative, Office Director and Education Advisor in the Caribbean and Southern Africa

Session 10 **(4:10-4:20 p.m.)**

4:10-4:20 p.m. **AUDITORIUM A1**
DAY 2 CLOSING

Dr. Sylvia Henry
Instructional Development Specialist, Centre for Excellence in Teaching and Learning, The University of the West Indies, Cave Hill

Evening Event

4:30-7:30 p.m. **AUDITORIUM A1**
LOCAL MOVIE and CORN SOUP NIGHT

Conference Programme

DAY 3

Friday June 26, 2015

Theme: Strategies for Institutionalising Best Practice in Higher Education Institutions

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8:00 a.m. REGISTRATION
SECRETARIAT

PLENARY SESSION
Session 11 (9:00-9:15 a.m.)

9:00-9:15 a.m. **AUDITORIUM A1**
DAY 2 REVIEW

Dr. Dianne Thurab-Nkhosi
Deputy Conference Chair and Faculty Development Specialist, The University of the West Indies, St. Augustine

Session 12 (9:15-10:15 a.m.)

9:15-10:15 a.m. **AUDITORIUM A1**
KEYNOTE ADDRESS
Title: Academic Excellence in the Post MOOC Era: Lessons learned on Technology Best Practice

Keynote Speaker: Dr. Paul Kim
Assistant Dean and Chief Technology Officer, Stanford University, Graduate School of Education, California

Chair: Mrs. Patricia Atherley
Officer in Charge, Centre for Excellence in Teaching and Learning, The University of the West Indies, Cave Hill

10:20-10:45 a.m. **FOYER – GROUND FLOOR**
COFFEE BREAK

PRESENTATIONS
Session 13 (10:50 a.m.-12:00 noon)

10:50 a.m.-12 noon **TUTORIAL ROOM 3**
Paper: Rules of Engagement: Improving Teaching through Online Faculty Development Training

Sub-Theme: Quality Assurance

Authors/Presenters: Dr. Florence Gilzene-Cheese, Dr. Phyllis Fleming-Banks, Ms. Claudia Drakes, and Ms. Sharon Gilzene
The University of the West Indies, Open Campus

Chair – Mr. Justin Zephyrine,
eLearning Support Specialist, Centre for Excellence in Teaching and Learning, The University of the West Indies, St. Augustine

PRESENTATIONS
Session 13 (10:50 a.m.-12:00 noon) *(cont'd)*

10:50-11:20 a.m.

TUTORIAL ROOM 4
Paper: Quality Assurance in Teacher Education Through Insider Evaluation and Stakeholder Involvement – A Case for Programme Renewal

Sub-Theme: Quality Assurance and Enhancement

Authors/Presenters: Dr. Jennifer Yamin-Ali, Dr. Susan Herbert, Dr. Freddy James, Mrs. Sharon Phillip, Mrs. Desiree Augustin, Ms. Shahiba Ali, and Dr. Joycelyn Rampersad
The University of the West Indies, St. Augustine

Chair – Dr. Sandra Richards
Senior Programme Officer, Quality Assurance Unit, Office of the Board for Undergraduate Studies, Vice Chancellery, The University of the West Indies

10:50-11:20 a.m.

TUTORIAL ROOM 5
Paper: Institutional Research as a Best Practice in Driving Decision Making at the University of the West Indies, St. Augustine Campus

Sub-Theme: Strategic Planning

Authors/Presenters: Mrs. Reanti Singh and Ms. Melissa Berkley
Campus Office of Planning and Institutional Research, UWI, St. Augustine

Chair – Dr. Ronald Brunton
Director, Qualifications and Recognition, The Accreditation Council of Trinidad and Tobago (ACTT)

10.50 a.m.-12 noon

AUDITORIUM A1
Panel: A Critical Look at Key Components of The University of the West Indies Academic Quality Assurance System

Sub-Theme: Quality Assurance and Enhancement

Authors/Presenters: Ms. Pamela Dottin, Dr. Sandra Gift, Dr. Anna Kasafi Perkins, Dr. Kay Thompson
Quality Assurance Unit, Office of the Board for Undergraduate Studies,Vice-Chancellery, The University of the West Indies

Chair – Dr. Beverly-Anne Carter,
Director, Centre for Language Learning, The University of the West Indies, St. Augustine Campus

PRESENTATIONS
Session 13 (10:50 a.m.-12:00 noon) *(cont'd)*

11:25-11:55 a.m.

TUTORIAL ROOM 3
Paper: Continuous Curriculum Development: An Approach for Quality Curriculum Development in the Caribbean

Sub-Theme: Quality Assurance

Author/Presenter: Dr. Mervin E Chisholm
Centre for Excellence in Teaching and Learning, The University of the West Indies, Mona

Chair – Mr. Justin Zephyrine,
Centre for Excellence in Teaching and Learning, The University of the West Indies, St. Augustine

11:25-11:55 a.m.

TUTORIAL ROOM 4
Paper: Internal Influential Factors Affecting Accreditation Processes in Small Universities: A Conceptual Framework Based on the Case of Curaçao

Sub-Theme: Quality Assurance and Enhancement

Author/Presenter: Dr. Sharine A. Isabella
University of Curaçao

Chair – Dr. Sandra Richards
Quality Assurance Unit, Office of the Board for Undergraduate Studies The Vice Chancellery, The University of the West Indies

11:25-11:55 a.m.

TUTORIAL ROOM 6
Special Presentation: Huawei e-Education Solutions

Sub-Theme: Teaching and Learning

Author/Presenter: Mr. Pedro Gomez Enterprise Chief Technology Officer, Huawei Enterprise Business Group

Chair – Dr. Dianne Thurab-Nkhosi,
Faculty Development Specialist, CETL, The University of the West Indies, St. Augustine

12:00-1:00 p.m.

LECTURE ROOMS B and C
LUNCH

PLENARY SESSIONS
Session 14 (1:05-2:25 p.m.)

1:05-2:25 p.m

AUDITORIUM A1
PANEL DISCUSSION
Title: Institutional and Programme Accreditation

Authors/Presenters:
Mr. Michael Bradshaw
Executive Director, Accreditation Council of
Trinidad and Tobago

Dr. Kamla Mungal
Director, Academic Development and Accreditation,
Arthur Lok Jack Graduate School of Business

Prof. Stephan Gift
Head, Department of Electrical and Computer Engineering,
Faculty of Engineering, The University of the West Indies,
St. Augustine Campus

Dr. Reisha Rafeek
Lecturer, School of Dentistry; Associate Dean, Faculty of
Medical Sciences, The University of the West Indies,
St Augustine and Member of the Board of the Caribbean
Accreditation Authority for Education in Medicine and
Other Health Professions (CAAM-HP)

Chair: Professor Clement Sankat
Pro Vice-Chancellor and Campus Principal,
The University of the
West Indies, St. Augustine

Session 15 (2:30-3:50 p.m.)

2:30-3:50 p.m.

AUDITORIUM A1
PANEL DISCUSSION
**Title: Meeting the Needs of Our Students:
Developing Citizenship and Employability Skills
for the Twenty-First Century**

Authors/Presenters:
Mr. Damani Parris
Former President, Guild of Students,
The University of the West Indies, Cave Hill

Prof. Rhoda Reddock
Deputy Principal, The University of the West Indies,
St. Augustine

Dr. Francis Severin
Director, Open Campus Country Sites,
The University of the West Indies, Dominica

Ms. Catherine Kumar
Chief Executive Officer, Trinidad and Tobago Chamber
of Industry and Commerce

Chair: Dr. Kay Thompson
Senior Programme Officer, Quality Assurance Unit,
Office of the Board for Undergraduate Studies,
Vice-Chancellery, The University of the West Indies,
Cave Hill

3.50-4:20 p.m.

AUDITORIUM A1
FORMAL CLOSING

CLOSING CEREMONY

Presenters: Dr. Sandra Gift
and **Dr. Dianne Thurab-Nkhosi**

Abstracts

(Listed alphabetically by first named author)

Exploring Foreign Language (Spanish) Teaching Best Practice in Online Delivery of the Reading Comprehension and Writing Module at The University of the West Indies, St. Augustine

Ms. Carolina Arrieta Castillo, Ms. Suly Corredor Sanchez, Ms. Paola Palma Rojas, and Dr. Nicole Roberts
Department of Modern Languages and Linguistics,
The University of the West Indies, St. Augustine

Reading Comprehension and Writing are skills which are taught as one of three modules in the Spanish Level I degree programme at The University of the West Indies, St. Augustine. Historically, this language course has been taught as face-to-face. The Spanish Section decided that we could no longer ignore the extensive changes to literacy taking place in a digital world of information and communication. Moreover, we felt that we had precious little research on which we could fall back, both to inform our understanding of the use of online modalities in foreign language teaching as well as to theorise on the impact of online delivery on foreign language courses.

After an impact and assessment study in 2013, the Spanish Section of the Department of Modern Languages and Linguistics decided to begin teaching this two-hour module of the course SPAN 1001 – Spanish Language IA in the online mode in the academic year of 2014-2015. The paper's principal objective is an evaluation of the advantages and disadvantages of the virtual mode of delivery through a reflection on two semesters' work in the programme. Through data collection and analysis, an examination is made of the online format of the course, and the perceptions of both students and lecturers with respect to workload, motivation and flexibility.

Central to the varied findings is the fact the students were able to produce substantially more written texts in the foreign language than in previous face-to-face modules. And, among its recommendations, the paper suggests that this online module is necessary both for increasing the technological literacy as well as the writing competency of students in the Spanish programme, thereby raising the overall level of competitiveness of students of Spanish graduating from The University of the West Indies, St. Augustine.

Developing a Learning Organization through Distance Education Initiatives at the University of Technology, Jamaica: A Case Study of the College of Health Science

Dr. Jeanette M. Bartley-Bryan and Dr. Janet Campbell-Shelly
University of Technology, Jamaica

The proposed presentation provides a conceptual framework for reviewing recent institutional transformation experiences of the University of Technology, Jamaica (UTech), through the lens of a learning organization model (Peter Senge, 1990). The paper will focus on the emerging good practices in distance education that are exemplary of UTech's mandate to sustain academic excellence and viability, in the context of local, regional, and global socio-economic pressures.

As the leading polytechnic institution in the English-speaking Caribbean, UTech is facing an urgent regional demand for flexible access to its advanced, professional, and academic programmes.

This demand requires a paradigm shift in the University's approach to higher education, involving the provision of multiple learner-centred options for blended design formats, pace of learning, and scheduling via technology-mediated delivery systems. This presentation will focus on the ongoing institutional change processes by the application of five interconnected pillars of the learning organization model: systems thinking, personal mastery, mental models, shared vision, and team learning. There will be particular focus on the case study of the College of Health Sciences, in implementing distance education initiatives as part of its strategic transformation of health education.

The case study will highlight the emerging good practices for distance education, through reflection-in-action by various stakeholders, and comparative analysis with international benchmarks, including those established by the Commonwealth of Learning, the University Council of Jamaica, and other colleges of health sciences. The documented practices will also contribute to the proposed regional repository for quality standards in distance higher education.

Students' Attitudes towards Research: Applying Best Practice Principles through a Student-Centred Approach

Dr. Korah Belgrave and Dr. Janice Jules
Department of Language, Linguistics and Literature, Faculty of Humanities and Education, The University of the West Indies, Cave Hill

Informal observation over the last five years reveals that a number of students in the undergraduate programme in Linguistics at The University of the West Indies, Cave Hill, demonstrate negative attitudes towards courses which require them to learn about the research process and participate in research-related activities. Hence, this paper presents an analysis of the attitude of undergraduate linguistic students at The University of the West Indies, Cave Hill, towards the research component in the undergraduate courses, LING2302: Sociolinguistics and LING3202: Creole Linguistics, and LING2099: Research Methods in Linguistics, to determine students' perception of the level of focus on interrelated student-centred principles associated with best practices during instruction, and the implications for the teaching/ learning process.

Through the use of an Action Research design, information is collected from a purposive sample comprising Level 2 and 3 students in the Linguistics undergraduate programme. Accordingly, qualitative data gathered from a questionnaire based on a seven-point Likert scale, along with information from a focus group, are utilized to provide a description of students' orientation towards research. It will also explore their perceptions of the extent to which the course content addresses their research needs, and perceptions of the importance of research to their success in life beyond the classroom. These data are supplemented by a quantitative component used to provide some measurement of the dependent variable.

The analysis of the results sets out to validate the hypothesis that students' perceptions of the functionality of research and its meaningful application to real-life situations will result in a positive attitude towards the independent variable. Furthermore, the conclusions from the research provide information to evaluate the extent to which student-centred principles of best practice are applied in the courses' research components to enhance the worth and usefulness of research within a broader world context.

Abstracts

Implementation Success Story of a Business Intelligence (BI) System at The University of the West Indies, St. Augustine – Solving the 'Big Organisation Data Problem' Through Best Practices in BI

Mr. Ashish Bhatt
Campus IT Services, The University of the West Indies,
St. Augustine

No one can deny the importance of information in decision making; however, getting the right 'trust worthy' information as and when needed, poses a big challenge for decision makers in a large organisation. Information is gained through the interpretation of data when placed within context of a problem or situation. Data is often dispersed throughout an organisation in multiple systems that an organisation acquires over time, and may become subject to inconsistencies in interpretation and data quality issues, as systems constantly adapt to growing business needs. Best practices in business intelligence (BI) address this 'big organisation data problem.' In the absence of a proper BI system, getting the right data can be cumbersome and time consuming; by the time data is received for interpretation and analysis it risks being outdated or irrelevant. This presentation will follow the successful implementation of a BI system at The University of the West Indies, St. Augustine. It will present the BI strategy for the St. Augustine, a BI framework solution that addresses inherent challenges and risks associated with the implementation of a BI system, standards established to support institutionalisation of best practices in BI, lessons learnt, preliminary findings, and results.

Being Your Own Teacher: Making the Transition from Face-To-Face Educators to Online Facilitators

Dr. Andrew Campbell
The University of the West Indies, Open Campus

Today, more and more traditional post-secondary institutions are taking the classroom online, offering their students other means of engagement and opening more full-time study opportunities to a more diverse population. Acquiring and preparing educators to facilitate online learning has its own set of challenges, special needs, philosophies, and a growing list of best practices. The transition from face-to-face teaching to online facilitation requires special skills and an additional lens through which most traditional classroom educators view students, student engagement, assessment, and evaluation, based on their own philosophy of teaching and initial teacher preparation programme. It requires for some face-to-face educators, additional skills; and for others, a whole different approach. Training is necessary not just for the technical areas, but also in the areas of online communication, online social presence, and online assessment. What are those practices that are working? What can we do better to prepare our faculty and facilitators? Do we really need to provide seasoned face-to-face faculty with online skills or should they be left to fend for themselves? Are there specialized online skills that must be taught and developed or can they acquire them as needed, as they proceed? The purpose of this study is to examine the present methods being employed by The University of the West Indies Open Campus online instructors to gain much needed skills to effectively engage online leaners. It is hoped that data gathered, through this research, will shed some light on some of the best practices that are providing online facilitators with effective opportunities and avenues for growth and development.

Abstracts

Continuous Curriculum Development: An Approach for Quality Curriculum Development in the Caribbean

Dr. Mervin Chisholm
Centre for Excellence in Teaching and Learning,
The University of the West Indies, Mona

This is a case study of a curriculum reform and development project in the Anglophone Caribbean. The presentation reports on an ongoing project. Four phases of the curriculum reform process are identified, and these are important for the institutionalising of best practices. These are the situational analysis, visioning, curriculum development and alignment, and coordination and redevelopment. An important concern of the project was to create space for the Caribbean concerns to be heard and to deal meaningfully with approaches to the development of the ideal Caribbean person/worker. Some important practical approaches to the process of continuous curriculum development are highlighted, including time, data collection, and ongoing quality assurance checks.

Critical Contestations: Negotiating Higher Learning in the 21st Century

Dr. Noel Cowell and Ms. Tanzia Saunders
Mona School of Business and Management,
The University of the West Indies, Mona

This study seeks to explore, analyse, and report on the ways in which critical contestations involving junior and a more senior faculty member combined with reflective practice, can enhance both teaching and learning, and faculty development. The presentation will seek to answer the following research question: how can reflection on the design and delivery of courses, contribute to the professional development of teachers and improve teaching and learning in management education? It will explore three critical issues directly linked to teaching and learning in higher education: (i) the process of personal and professional development through reflective teaching; (ii) the process of faculty development through mentoring relationships; and (iii) the contemporary challenges of innovation in business education in a low-resource environment.

Preliminary findings suggest that in a highly competitive, dynamic, and demanding market environment, teaching and learning are complicated by a myriad of contextual variables. In the face of these challenges it becomes critically important for universities to deploy cost-effective faculty development strategies that can build and sustain capacity to design teaching and learning interventions that are rigorous yet relevant, engaging and flexible.

Limitations relate to the fact that the study is based on experiences within a single institution and relies heavily on the lived experiences of two members of a business faculty comprised of approximately 35 full-time and over 100 part-time members. While it is informed by the experience of teaching and mentoring over several years, it is in fact, a single course that forms the central catalysing impetus for reflection and analysis. This narrow focus has implications for the universality and statistical generalisability.

Using Peer Assessment as a Learning Tool for Teacher Education Students at a University in Jamaica: An Action Research

Mr. Michael-Anthony C. Dobson-Lewis
University of Technology, Jamaica

This study seeks to investigate the use of peer assessment activities to improve a group of university teacher education students' learning and participation rate in an education module (EDU2004 Classroom and Behaviour Management) as a number of students weren't attending and participating in class activities as they should. A review of the literature indicated that alternative assessment provides students with a variety of learning experiences. One such form of alternative assessment is peer assessment, which is the focus of this study. The main research question is: To what extent can peer assessment be used to improve students' learning and participation rate in an education module at a university in Jamaica? A sample of 70 second-year student teachers, comprising of four different specialisations, participated in the study: Business Studies (BS2); Family and Consumer Studies (FCS2); Office Systems Technology (OST2); and Food Service Production Management/Apparel Design Production Management (FSPM/ADPM2). Quantitative and qualitative data were collected. A Likert style questionnaire was administered at the end of the intervention to determine participants' attitudes toward peer assessment activities. Other instrument used to gather data were: bulletin board assignment, drama presentation, students' journal writings, attendance registers, participation logs, and class/group discussions. The findings indicated that participants' learning increased significantly through the use of peer assessment activities, as there were much higher class means when compared with previous class means. There was also 100% attendance and maximum participation compared with previous years where students were missing classes. Also, students developed important responsibilities where learning is concerned.

Rules of Engagement: Improving Teaching through Online Faculty Development Training

Dr. Florence Gilzene-Cheese, Dr. Phyllis Fleming-Banks, Ms. Claudia Drakes, and Ms. Sharon Gilzene
The University of the West Indies, Open Campus

Resourcing education is a challenge for tertiary institutions. In the Caribbean, some governments have reduced funding at this level. Institutions like The University of the West Indies Open Campus, which offer distance education, have been exploring innovative and creative ways for contracting staff and improving engagement to meet these changing realities. The examination of the impact of training on online facilitators yields useful data for higher education institutions. The Open Campus uses only adjunct facilitators who are usually experts in their disciplines and have industry experience, but, generally, are employed per semester (or as needed), and are not teacher-trained or prepared to deliver in the online environment. Curriculum training to understand how the course is aligned to the delivery strategies, hence, assumes critical importance.

This case examines one faculty development pathway used in the Open Campus for preparatory training by identifying the critical competencies for online teaching success and the impact of these on online facilitators. The perspectives of 46 new facilitators on the value of the training process competencies and best practices gained from the engagement—are reviewed.

Data from an impact survey were validated through focus group interviews and periods of close observation. Themes emerging from the data trends include: access and motivation, socialization to the online environment; knowledge construction, and efficacy. These were also validated and refined through focus group interactions. The findings suggest that structured training pathways for adjunct faculty yield positive results. Participants' perspectives indicate viable strategies and suggestions for successful practices in teaching and learning in higher education.

Assessing Foreign Language Speaking Interactive Performance: The Case of Spanish Undergraduate Students

Mr. Romulo Guedez-Fernandez
Department of Modern Languages and Linguistics,
The University of the West Indies, St. Augustine

A fair, valid, and reliable instrument of assessment is essential to ensure quality teaching in higher education. This study seeks to evaluate the consistency of the current rating scales used for the assessment of peer-to-peer Foreign Language Interactive Speaking Performance (FLISP) for the Spanish Programme at The University of the West Indies, St. Augustine. The sample population consists of 57 Year 1 Spanish Majors/Minors. A multi-method approach underpins this investigation. The data collection instruments include students' tests scores and recorded speaking performances, questionnaires, semi-structured interviews, and students' journals, as well as focus groups with raters. The analysis of the rating scales draws from the performance data-driven and the measurement-driven approaches. The collected data allowed the identification of pitfalls/drawbacks and gaps of current rating scales. The analysis of both quantitative and qualitative data suggested changes of band descriptors to tailor rating scales to the specific teaching context and course content. This investigation highlights the importance of feedback and self-assessment as contributing elements to raise students' motivation and awareness of their learning process. The findings of this study have implications for the reconstruction of appropriate interactive speaking assessment rating scales and, therefore, the operationalisation of the construct of interactional competence. These findings will enable the researcher to further develop and validate a framework for the assessment of FLISP. Implications for pedagogy and classroom assessment are also addressed.

Best Practice Explored – Team Teaching Approach in One Online Course (A Case Study)

Mrs. Kareen Guscott
The University of the West Indies, Open Campus

In recent years, team teaching has been considered an important part of course delivery to enhance class interaction, and improve the teaching and learning environment for both facilitators and students. Team teaching specific to the online environment are somewhat under-examined, but literatures on the matter suggest that it can reap positive results if implemented effectively. This paper reports on the effort at the University of the West Indies Open Campus in utilising the team teaching approach in one online course. The purpose of the approach was to identify its effectiveness and determine if such collaboration would be beneficial to students and facilitators. Using the course as a case study, qualitative and quantitative data were collected from facilitators and students to get their perspective on the experience.

The findings revealed that the experience gave facilitators a stronger sense of collegiality, and helped to improve their instructional practices. For the students, the experience was very good as they received more individual attention, timely feedback, and learning was a lot easier. The findings will be shared with the Programme Delivery Department team for discussion, as they suggest that team teaching is an element of best practice that can be explored as a means of improving teaching and learning. Additionally, the approach may be applied across other courses where enrolments are low, and require only a Course Coordinator and an eTutor.

Defying Established Practice in the EFL Grammar Classroom: The Development of a Theoretical Framework for Teaching and Testing SE Periphrastic Verbs

Dr. Amina Ibrahim-Ali
Centre for Language Learning, The University of the West Indies, St. Augustine

The EFL (English as a Foreign Language) unit at the Centre for Language Learning (CLL) on The UWI's St. Augustine Campus is strategic to the institution's goal of global reach and impact in its provision of English for international corporations and students, in particular those who matriculate into the university. EFL courses are delivered by qualified staff, who are either TESOL or CELTA trained, and policies at the EFL unit on the Campus match established standards in the field. This study into the ways in which EFL learners negotiated SE periphrastic verb forms produced a theoretical framework that led to modifications in syllabus design, which reaped results superior to those noted when mainstream resources were relied upon for teaching and testing. The study originated in grammar teaching and testing in the communicative language classroom where, based on an understanding of the learner's internal representation of the target language, or interlanguage, errors are accepted as a legitimate part of language development. Using a grounded action research methodology, formal and informal written assessments were examined during 2006–2008 in order to analyse the ways in which learners (n=26) appeared to process and retrieve SE periphrastic verbs. Findings showed that learners do not conceptualise periphrastic verb forms as single forms set to be mapped onto functions; instead, even as they are expected to come to terms with form-function mapping in the grammar classroom, they are in fact systematically processing, through associations in surface structure and sound, how these verbs phrases are to be compiled.

Internal Influential Factors Affecting Accreditation Processes in Small Universities: A Conceptual Framework Based on the Case of Curaçao

Dr. Sharine Isabella
University of Curaçao

The University of Curaçao (UoC) is a relatively small Dutch-Caribbean university located in the SIDS region. The university started its accreditation processes about a decade ago. After years of thorough preparation, UoC succeeded in its first attempt to obtain accredited status for all the submitted programmes. As of 2009, I performed a comparative analysis, based partly on participative observation, which resulted in a PhD dissertation (University of Twente, 2014).

This paper presents part of the results of this study, aiming to identify the internal influential factors (enablers and barriers) affecting the progress and outcomes of accreditation processes.

In this paper, following on the empirical findings, I will present the conceptualised heuristic framework consisting of internal influential factors affecting the progress and outcomes of accreditation processes. This framework can generically be used by small universities, in particular those located in less developed global regions. It may be used not only as a descriptive and prescriptive instrument, but also as an analytical tool for the design, implementation, and monitoring of accreditation processes. As such, it facilitates progress and hence makes the achievement of a successful result more feasible.

The UoC case study will be presented to illustrate how it has managed the great challenges (internal influential factors) encountered during its accreditation processes in order to obtain positive accreditation results. The two key components that the study has shown to be critical for a positive outcome will be detailed, i.e., dedicated efforts at the institutional level and high commitment at faculty level.

Exploiting Asynchronous Delivery at the Tertiary Level: Transitioning From the Traditional to the Flipped Model

Ms. Lyn Keith
The University of the West Indies, St. Augustine

In recent years, educators, particularly at the tertiary level, have been subject to criticisms for their apparent inability to effectively educate students; in particular, their failure to explore the potential of technology. For the purpose of this paper, education refers to the ability to harness students' ability to engage in written communication, problem solving, complex reasoning, and critical thinking skills. These criticisms have generated even more concern as the educational landscape is characterised by the inclusion of information and communication technologies and their potential to facilitate digital learning. The asynchronous or Location Independent Learning (LIL) is a student-centred mode of delivery which posits the idea that students learn the same material at different times and locations. Compared to the traditional, synchronous mode of delivery, the level of convenience provided by the asynchronous modality provides opportunities for individualised pace and deeper reflection. The 'flipped' or 'inverted' classroom is proposed as one such way of reaching students by speaking their digital language, while at the same time creating opportunities for the development and harnessing of the critical thinking skills that could allow them to navigate the professional and social world thereafter. The 'flipped' concept proposes: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class. This time shift then frees up the face-to-face time and transforms the classroom into a learning space used for discourse and hands-on, authentic learning experiences. Using action research, this study trialled the transition from a partially to fully flipped video classroom format at a tertiary level institution in Trinidad and Tobago, as a potential means to incorporate: 1) an asynchronous component that could allow for more schedule flexibility and appeal to a millennial audience; and 2) a synchronous, interactive face-face component that focuses on problem solving, collaboration, crafting, and creating. The primary objectives of this study were to determine students' perception of the flipped classroom as well as to map the progression of learning in both iterations.

Abstracts

The Design and Development of Study Materials to Facilitate the Building of Skills in Recognising and Differentiating among Statements in Academic Text

Dr. Olabisi Kuboni
The University of the West Indies, Open Campus (Retired)

This paper outlines the strategies employed in the development of study materials for building learner competence in recognising and differentiating among statements in academic text. This specific skill represents one aspect of the broader capability of unpacking complex academic information, which appears to be a challenge for a growing number of higher education students, in particular those belonging to the mature cohort. Drawing on prior knowledge from personal engagement with academic texts, the author developed a draft instructional framework around three statement-types, namely, facts, assertions, and generalisations. Based on feedback obtained from peer review of the draft framework, an in-depth analysis of the statement-types was conducted. This analysis entailed matching dictionary/thesaurus definitions of each of the three with relevant segments of text drawn from a selection of journals. The result of that exercise yielded adaptations of the dictionary-based definitions, which led to a fuller conception of each statement-type and the development of a more fleshed out instructional framework. The first of the three statement-types was also changed from 'facts' to 'facts and factual information.' This fleshed out framework provided the basis for the development of the study materials, which comprise a series of slide (power-point)-sound presentations with accompanying assessment exercises, and which are organised within an online study environment designed to support both self-paced study as well as learner-learner and learner-facilitator interaction. The paper also suggests some broad principles for informing the design of study materials for intellectual skills training.

An Evaluation of PBL Delivery Process in the Faculty of Medical Sciences, St. Augustine, and Ways Forward

Dr. Pradeep Kumar Sahu, Prof Jonas Addae, and Dr Bidyadhar Sa
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St. Augustine

Problem based learning (PBL) in a medical curriculum was started at McMaster University in 1969 and has since grown in popularity across the world. The Faculty of Medical Sciences (FMS) at the St. Augustine Campus of The University of the West Indies (UWI) adopted PBL for pre-clinical science and para-clinical science courses since its inception in 1989. The use of PBL promotes self-directed learning, critical thinking, research skills, and communication skills of students. In an effort to have sustained improvements of the PBL process at FMS, the Centre for Medical Sciences Education (CMSE) organises periodic reflective meetings with academic staff to identify weaknesses and remedial actions. Additionally, CMSE has initiated a monitoring process using a checklist developed in-house. The aim of the present study was to evaluate the PBL delivery process for students in Years 1, 2, and 3 of a five-year medical programme. The study identified several practices of tutors and group leaders that need to be addressed in order to improve the delivery of PBL in the faculty.

Abstracts

Institutional Research as a Best Practice in Driving Decision Making at the University of the West Indies, St. Augustine

Mrs. Reanti Singh and Ms. Melissa Berkley
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The University of the West Indies, St. Augustine

The purpose of this reflective study is to examine the extent to which data-driven assessment undertaken through institutional research has been strengthened to guide decision making at the St. Augustine Campus. This was identified as an evident weakness of the Campus in a recent Institutional Accreditation review. Special attention will be given to the role of the Campus Office of Planning and Institutional Research (COPIR) in leading the effort of institutional research, supported by a Business Intelligence System; and in providing the empirical data to measure institutional performance and assessment. The study will draw on some specific projects that were undertaken by COPIR to provide evidence of particular findings and emerging trends in student and graduate enrolment, progression, and attrition, as well as feedback gathered from institutional surveys. The data generated have served to inform Campus management decision making, and supports the development of policy, practice, and process more strategically. In an environment where higher education is continuously evolving and institutions are being held more accountable, institutional research will play an increasingly more important role in responding to the needs of its various stakeholders. It will be important, therefore, to address some of the challenges experienced and the future opportunities for development, as the COPIR strives to strengthen its capacity to provide evidenced-based information to improve the rigour of an information management system, whilst drawing on the comparative work of peer institutions and keeping abreast of disciplinary best practices.

Quality Assurance in Teacher Education through Insider Evaluation and Stakeholder Involvement – A Case for Programme Renewal

Dr. Jennifer Yamin-Ali, Dr. Susan Herbert, Dr. Freddy James,
Mrs. Sharon Phillip, Mrs. Desiree Augustin, Miss Shahiba Ali, and
Dr. Joycelyn Rampersad, School of Education,
The University of the West Indies, St. Augustine

This paper presents a description of a teacher education programme evaluation that was initiated, planned, and executed by some staff of the School of Education (SoE) in an attempt to enhance the quality of the programme's content, delivery, and impact. The evaluation was conducted within the framework of academic research, and comprised reports on the perspectives of major stakeholders (Ministry of Education (MoE) officials, principals, heads of departments, deans, teachers, and SoE staff) on whether the Diploma in Education programme (2004-2009) had met their expectations. Stakeholders also shared their perspectives on the benefits and limitations of the programme as well as its impact on teachers' practice. The MoE is categorised as the client of the SoE, who is the provider of the programme. The final phase of the evaluation involved observation of teachers' classroom practice, and interviews with teachers and with the top and middle management of their schools.

Abstracts

The evaluation was guided by the fourth generation evaluation model of Guba and Lincoln (1989) and by Guskey's (2002) and Ottoson's (2000) theoretical and conceptual models of evaluating the impact of Continuing Professional Development (CPD) on teachers' practice. Both stratified random and purposive sampling were employed.

This research is significant in that it highlights insider evaluation and stakeholder involvement as best practice procedures to ensure quality in teacher education at the SoE, The University of the West Indies, St. Augustine. It also highlights capacity building through staff engagement in programme renewal, which was an outcome of rigorous programme evaluation

Abstracts of Panels

DAY 2: SESSION 7
New Directions in Foreign Language Research in Caribbean Higher Education

Panellists
Mr. Diego Mideros, Instructor – Spanish, Department of Modern Languages and Linguistics, The University of the West Indies, St. Augustine

Dr. Nicole Roberts, Head of Department - Senior Lecturer - Spanish Literature; Postgraduate Coordinator – Spanish, Department of Modern Languages and Linguistics, The University of the West Indies, St. Augustine

Ms. Avian Daly, Language Tutor – French, Centre for Language Learning, The University of the West Indies, St. Augustine

Dr. Beverly-Anne Carter, Director, Centre for Language Learning, The University of the West Indies, St. Augustine

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Mr. Diego Mideros – **The Social Dimension of Listening: From Theory to Higher Education Practice**

The skill of Listening Comprehension (LC) in Foreign Language (FL) teaching and learning has been traditionally considered a "passive-receptive" skill. This presentation will illustrate how in the Spanish degree programme at The University of the West Indies, St. Augustine, we have applied the latest findings in LC research to move away from that assumption. Based on LC metacognitive strategies (Vandergrift and Goh, 2012) and Sociocultural Theory in FL learning (Lantolf and Thorne, 2007) we have managed to innovate the ways in which we approach the teaching and learning of LC.

This presentation traces the theoretical shift from listening as a learner-internal phenomenon to a more social-oriented dimension of LC. This social shift has deeply affected the kinds of LC teaching and learning practices in and outside the classroom in our programme. Examples of innovative LC classroom practice and research, and comparison with LC practices in other HE institutions will serve to illustrate best practice in pedagogical research in The University of the West Indies Spanish degree programme.

Dr. Nicole Roberts – Assessing the Value and Effectiveness of Study Abroad and Exchange Programmes at The University of the West Indies, St. Augustine

Action research was used to assess study abroad (SA) and exchange (EXC) programmes at The University of the West Indies, St. Augustine with data collected from current and former undergraduate majors in French and Spanish. The findings confirm the many benefits of SAs and EXCs; central to these is increased competency in global citizenship (Berg, 2009).

This presentation argues for an intentional pedagogical focus on the outcomes of intercultural effectiveness, as SA and EXC programmes gain wider acceptance in our FL degree programmes. A robust research agenda is also advocated to support analysis and assessment of the programmes. The study's findings are of importance to assessing the individual student performance level and cultural sensitivity; a demand that comes from campus administration, the country, and the region. Although limited, the study does make a valuable contribution to our understanding of FL learning among our students through involvement in SA and EXC programmes.

Moreover, the study raises concern for the educational FL experience of those students not participating in these programmes, as well as the overall significance of cost to the institution.

Ms. Avian Daly – Blended Approaches to English as a Foreign Language Instruction

The teaching of English as a Foreign Language (EFL) in the Anglophone Caribbean is becoming a lucrative branch of the tertiary education sector (Boisselle, 2014). While some learners seek a fully immersive experience, others prefer a blended option to accommodate personal and professional schedules. Regardless of the desired experience, the current regional trend suggests a significant shift from mainstream US/UK EFL providers toward the Anglophone Caribbean for accredited, cost-effective, alternative modes of instruction. This phenomenon presents unique challenges to the English-speaking Caribbean, as our institutions of higher education seek to establish themselves as leaders in the field of EFL instruction.

This paper will therefore critically assess best practices in blended approaches, namely, the use of the online platform, Moodle, and video-conferencing technology, in response to the demand for online EFL instruction adapted to the Caribbean context. A comparative analysis of the aforementioned practices along with performance indicators from other Caribbean institutions of higher education will provide greater insight into the challenges encountered in online EFL instruction, the lessons to be learnt, and recommendations to be made regarding the online delivery of the English as a Foreign Language programme at The University of the West Indies, St. Augustine.

Dr. Beverly-Anne Carter – Language and Competitiveness in Trinidad and Tobago: Taking Stock

Language and Competitiveness is a multilingual, multidisciplinary research project that aims to provide evidence to support policy development and implementation, with reference to the economic and social benefits of linguistic and intercultural competence to individuals and society. As the full project title implies, the project explores, through the lens of linguistic and intercultural competence, how competitiveness supports sustainable development.

As Trinidad and Tobago reassesses the contribution of the non-energy sectors to country competitiveness and sustainable development, there is a need for more creative and innovative thinking about how these sectors can help us achieve our developmental goals. This project sheds light on an area that has not been studied in the local context, although it is well-researched in the UK, Europe, and the US. Indeed, the value-added of linguistic and cultural skills, particularly to SMEs, has been shown to translate into a trade premium (positively) or a trade tax (negatively).

The project looks at language use in society with reference to Spanish, French, Chinese, and native language proficiency in languages other than English, as the starting point for research into whether Trinidad and Tobago is maximising its language capacity and capital. Drawing on our preliminary research findings, the presentation will discuss what could be done at the policy and implementation level to innovate in ways that have been shown to be successful internationally, but that have not been exploited nationally.

DAY 3: SESSION 13
A Critical Look at Key Components of The University of the West Indies Academic Quality Assurance System

Panellists:
Ms. Pamela Dottin, Quality Assurance Unit, Office of the Board for Undergraduate Studies, The University of the West Indies (serving the Open Campus)

Dr. Sandra Gift, Quality Assurance Unit, Office of the Board for Undergraduate Studies, The University of the West Indies (serving the St Augustine Campus)

Dr. Anna Kasafi Perkins, Quality Assurance Unit, Office of the Board for Undergraduate Studies, The University of the West Indies (serving the Mona Campus)

Dr. Kay Thompson, Quality Assurance Unit, Office of the Board for Undergraduate Studies, The University of the West Indies (serving the Cave Hill Campus)

Using the Framework for Analysis of Practices in Higher Education (FAPHE) proffered by Harvey (2012), this panel will critically assess components of The University of the West Indies' academic Quality Management System (QMS), as implemented by the QAU. These components are: i) the integration of institutional research data in the self-assessment process; (ii) review team selection; (iii) quality assurance of distance and online education; and (iv) work based/experiential learning. Harvey's key principles for establishing the presence of best practices—efficiency in the use of resources, being well-documented, engagement of key stakeholders, and undertaking monitoring and evaluation—will be the framework for the assessment. These principles address the administrative and management concerns of policy, leadership, human resource development, and monitoring and evaluation, which have been identified elsewhere as important in developing quality in higher education.

In examining these features critically, evidence will be identified for the presence of best practice or gaps that need to be closed for the system to produce superior results. A mixed methodological approach will be utilised; it involves undertaking a desk study of quality assurance review team reports from the various UWI campuses completed within the last five years, post-review evaluation instruments completed by review team members and heads of departments, as well as policy, and strategic planning documentation of the University and the Quality Assurance Unit. For the integration of institutional research data, a comparative review will be undertaken against QA systems used in two other higher education institutions. Reference will also be made to the literature on best practice.

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